Building Transitions from
High School to College and Careers
for Montana's Youth

~35 State and Policy Leaders, August 06
~Discuss way to improve student transitions from high school to post-secondary education and careers
~Sponsors
- -Southern Regional Educational Board
- -League for Innovation in Community Colleges
- -U.S. Department of Education

~To Foster collaboration between secondary and post-secondary educational systems
~Help states achieved 5 desired outcomes:
- -% of students prepared for post-secondary education and careers
- -increased enrollment and persistence in P.S.
- -increased academic achievement HS and PS.
- -increased attainment of degrees, certificates
- -increased entry into employment and education

How does Montana fare in building successful transitions from high school to college and careers?

Student preparedness for college and careers in Montana surpasses the nation's, but more improvement is needed for all students.

ACT ~ 57% of High School seniors took ACT, +3% since 1996.
Mean composite increased by .2 points to 21.9 and surpassed national peers by .8 points.

AP~ 29% increase in AP course participation AP exams taken increased by 38% from 2001-2006 and 15% of Montana's graduating class took AP exams; 24% nationally.

Entering High School-National Assessment of Education Progress
- 8^{th} Graders-82% at or above basic RDNG
  - -71% nationally RDNG
- 8^{th} Graders-80% at or above basic-MTH
  - -68% nationally
- 8^{th} Graders-76% at or above basic-SCI
  - -57% nationally

American Indian students-11% Montana students
- Large disparities in achievement

Montana steps to improve student achievement and motivate students to complete education.

~Kindergarten to College Workgroup, Governor's Initiative…bridge gap, build stronger education system.

~Indian Education For All-initiative to dose achievement gap between majority and American Indian population

- -Reduce drop outs
- -Professional development
- -Prepared teachers
- -Develop materials focused on American Indians

~GEAR-UP in 24 Schools, 759 7th Graders

- -Help middle school student now value of education
- -Parent involvement
- -Academic enrichment summer camps

~Jobs for Montana Graduates-579 students

- -Stay in School, find career path
- -Classroom instruction, work-based opportunities

~Montana Board of Regents-Writing Proficiency Assessment

- -Requirement for full admission
- -Assists in curriculum alignment

More Montanans completing High School, going to college and completing post secondary credentials; staying in college…but too many exit the educational pipeline early.

- ~80% Class of 2004-High School diploma, com pared to 75% nationally.
- ~2004 57% High School graduates entered college compared to 55% in 1994.
- ~Post-secondary enrollment increased 21% between 9404
  - -2 year colleges doubled enrollment between 94-04
  - -4 year Institutions increased 10%
- ~College persistence
  - -2 year colleges 55% first time freshmen
  - -4 year colleges 69% first time freshmen
- ~State's college completion rates
  - -4 year colleges 41% 1st time freshmen completed in six years
  - -2 year colleges 38% 1st time freshmen completed in three years, 1% more than 1997 freshman class.

What challenges does Montana face in improving transitions from high school to college and careers?

~Communicating to High School leaders, teachers, parents, and students what students must know and be able to do…to be prepared for college and a good job and developing a system for using available data to inform students and parents about their level of preparedness.

-Today every student needs to be college-ready and work-ready.
-ACT study: readiness in reading and math is same for students to compete for jobs as for entering college.
-2006 Act results
    -74% met college readiness benchmark-ENG
    -50% chance of earning a B or better in ENG
    -49% met college readiness benchmark MTH
    -33% met SCI college readiness benchmark
-Alignment issues exist in middle grades
    -63% 8th Graders met state standard
    37% proficient on NAEP
    -63% 8th Graders met State standard
    36% proficient on NAEP

-State can measure state standards against national expectations…8th graders may not be prepared.
-Involve High Education to help determine standards
-College and HS faculty meet to identify skills
-Focus on standards and competency based learning

Improving academic preparedness and closing the gaps between performance and standards for all groups.

~Montana 8th Graders perform well in RDNE, MTH, SCL, too few are well prepared for college preparatory studies
    -37% proficient or above in RDNG 2005 NAEP
    -36% proficient or above in MTH 2005 NAEP
    -42% proficient or above in SCI 2005 NAEP
~Percentage of Montana's students completing ACT Academic core decreased 5 percentage points 02-06.
    -48% of the 06 Class completed the core.
    -Core completers made net gain of .1 points 02-06
    -Non-Core completers made net gain of .7 points 02-06
    ? Question about state's college-prop HS courses-aligned with and taught with college-readiness standards

~AP Exams-in Montana 134 of every 1000 11th/12th graders took AP exams
    -American Indians are 8% of Class of 2006; 1% of AP test takers

~Fall 2005, 37% freshman required remedial studies in English or Math-4 year colleges; two year colleges-65%

~Achievement gaps in NAEP results

-American Indian 8th grade students 3x likely to score Below Basic in Reading.
-Free and Reduced Lunch 2x likely to Score Below Basic
-52% American Indian scored Below Basic in MTH compared to 16% for white students
-Low income students 3x likely to score Below Basic in MTH
-34% American Indian HS grads completed ACT core,
40% Hispanic, 50% white students
-ACT composite for American Indian students 18.6; 23.6 for white students

Expanding students' access to and increasing participation in high quality career/technical programs of study that are aligned to industry-and college readiness standards and lead to a post-secondary credential.

~CTE in Montana concentrates on Agriculture, Business, Health Occupations, family and consumer sciences, industrial technology.

-High school students required to take 1 credit CTE for graduation
-03-04 41,879 students enrolled in CTE

~CTE moving to broad career clusters
~Perkins IV legislation requires states to outline sequence of HS and College courses leading to industry certification.
~College and Career Transitions Initiative as model and template for Montana-developing career pathways.
~MT needs to grow wages, prepare students for high-demande, high paying jobs tied to state's critical economic sectors: aerospace, agriculture, biotech, healthcare, manufacturing, natural resources, technology, tourism.
~WIRED grant-education sectors to develop training programs
~Majority of Montana students NOT on path to go to college
~Completing High School is a transitional step to the next level
~Students need greater access to part time work that challenge and motivate them to enter career fields
~Students need to prepare a career and academic plan, with parent s and trained professionals
~CTE classes must integrate RDNG, MTH, SCI
~Contextual teaching enhances achievement, applications
~Dual enrollment and credit; financial barriers addressed

-issues identified by Task Force: credentials, standards

~Math/Science is the underpinning of industries important to MT economy.
~Governor's Math/Science initiative heightens interest.
~Algebra is gateway, MT does not have 8th grade Algebra I classes.
~Need to grow our own people for jobs

~Advanced MTH courses predictors for ACT achievement Montana seniors with Algebra I, Algebra II, and Geometry had ACT 25.9 mean score.
~Montana students with less than 3 years of MTH had 18.9 on ACT math
US Department of Education study reports highest level MTH pre=collegiate momentum and Bachelor Degree.

Increasing the state's complement of students, teachers and workers highly skilled in math and science.

~Montana school develops it's own requirement; minimum offer of 3 unites of math…2 unites for graduation
~Gap between Montana and nation 27% 8th graders took Algebra I, 47% 8th graders-Algebra I national, 20% scored Below Basic-NAEP in MTH, 24% in SCI.
~ACT Benchmark of 22-MTH Montana's High School Seniors 51% below
~ACT Benchmark of 24-SCI Montana's High School Seniors 67% below.

~Montana Board of Regents reported 80% 1st time freshman with strong MTH proficiencies graduate with bachelors degrees, 40% of students overall
~Montana Regent set admissions standard required 2 unites of college prep MTH: Algebra I, Geometry, Algebra II; minimum ACT of 18 for 2007.
~In Montana, 23% of seniors taking Act did not meet cut score.
~Open admissions at 2-year colleges.

~Too many MT students disappear from pipeline before attaining post secondary credentials.
-Of 100 9th graders-41 go to college.
~Of 100 9th graders-27 to Sophomore year
~Of 100 9th graders 17 graduate.
~MT lags behind top 10 in persistence: 3 of 5 did not complete.

~Systems need right kind of information for good "first choices"
~General Education leads to pathways.
~MTH is a gateway
~Life skills, study skills
~Programs needed that keep students motivated.

Increasing enrollment, persistence and completion rates at community colleges and four-year colleges and universities.

~MT 2-year colleges have 62% non-completion in 3 years.
~Transferability from two year to four is barrier
~First year of college is make or break; half of those who leave do not return-NTL
~Remedial course taking reduces change to attain degree.
-1/3 of HS grades in 2005 enrolled in 1 or more remedial courses.
~Need for proper fit between student and college

~College to focus on retention, build community
-Connections promotes persistence.
-Family-like environment
-Learning communities
-Extra curricular activities
-Work-study experience
~Business community take active role, hands on experience.
~Intrusive counseling and intervention.
~Financial cost are a barrier
-Share of family income 29%, 2-year colleges.
-Share of family income 33% for 4-year colleges.